DOCUMENT RESUME

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TITLE	The Teacher's Role in Improving School-Community Relationships. Description of Teacher Inservice Education Materials.
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DESCRIPTORS	Elementary Secondary Education; Home Visits; Improvement; *Inservice Teacher Education; *Learning Modules; Parent School Relationship; *Parent Teacher Cooperation; *School Community Relationship; *Skill Development; Teacher Role; *Teaching Skills; Validated Programs

ABSTRACT

An inservice teacher education learning module focusing on ability and skill building in school-community relations is described. The main topic covered in this module is communication with parents and planning home visits, but emphasis is also placed on enlisting community resources for assistance in the classroom. Information is provided on module purposes, content, history of development, and ordering procedure, and activities and resources necessary for implementation are outlined. A critique is also provided. (DS)

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DESCRIPTION OF TEACHER IN-SERVICE EDUCATION MATERIALS

A. SUMMARY INFORMATION

Title: THE TEACHER'S ROLE IN IMPROVING SCHOOL- COMMUNITY RELATIONSHIPS (Part A of 2 parts in School-Community Relations)

Publication Date(s): 1973

Intended Users: Middle School teachers interested in developing abilities and skills on school-community relationships

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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Grade Level(s): Elementary and secondary

Number: One to any number

Primary Focus: Ability and skill building in school-community relations are highlighted.

School subject(s) and/or in-service topic(s) covered: The module deals with strategies that teachers can apply in the improvement of school-community relations. The main topic covered is communication with parents and planning home visits.

What participant does in using the materials: According to the author, the activities to be done, in using this module, are: "Read the material included, analyze students' self-concept as learners, plan and conduct home visits, record and analyze data about home situations, hold meetings at school with parents, and with parents' assistance, bring new community resources into curriculum activities."

Resources: One module copy is assigned to each user. Bibliography of additional materials are included. According to the author, this product can be accomplished in a range of 25-45 hours.

Describer critique: This can help those interested in school-community relations. The suggestions given by the author are interesting and practical. The materials do not show sex and ethnic bias. Although the module is very well designed, the describer feels that additional readings on school-community relations have to be done by the users. in order to get a better background.

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external inference - parental involvement - community resources

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B. IN-DEPTH INFORMATION

1.0 PURPOSES:

The authors state:

Rationale: "The effectiveness of schools depends in part on positive school - community relations. Effective implementation of the middle school concept means establishing good school community relations. As a middle school teacher, what can you do to improve such relations? An appropriate place to begin is with the parents of the students in your classroom."

Goals: "This exploratory module will: (1) prepare you for home visitations; (2) guide you through the process of making home visits; (3) provide experiences to elicit parent assistance and support; and (4) help you identify and utilize community resources in your teaching."

Module Objective: "This module is designed to help you improve school community relations. Specifically, it is designed to help you: (1) Establish and maintain communication with parents. (2) Enlist parent volunteer assistance for your classroom. (3) Enlist the assistance of community resources in your classroom and in the community."

2.0 CONTENT — Scope and Sequencing of Topics:

The module contains the following:

1 Introduction (p. 1) It deals with a prospectus of the module. This prospectus refers to the rationale and goals of the module.

2. Module Objective (p. 2)

3. Instructions for using the module. (p 2)

4. Pre-assessment (p. 3)

5. Specific Objective One and Enabling Activities (p. 4)

6. Communicating with Parents - Planning Home Visits. (pp. 6-9)

7. Florida Key Elementary Form. TEACHER FORM (p. 10) "This scale is to assist you, the teacher, in evaluating how the student perceives his or her 'learner' self."

8. Student - Home Profile Form. (p. 11)

9. Home Visit Impressions Form. To be completed after home visit. (p. 12)

10. Specific Objective Two and Enabling Activities (pp. 13-14)

11. Parent Questionnaire Form (p. 15)

12. Specific Objective Three and Enabling Activities. (p. 16-17)

13. Post-assessment (p. 18)

14. Appendix (pp. 19-20). Module Description Outline; Summary of Activities; Assessment Procedures; Resources.

Developers intend the module to be followed in the sequence presented.

3.0 ACTIVITIES AND RESOURCES INVOLVED IN USE OF PRODUCT

3.1 Description of main in-service activities:

According to the author, "Read material included, analyze students' self-concept as learners, plan and conduct home visits, record and analyze data about home situations, hold meetings at school with parents, and with parents' assistance bring new community resources into curriculum activities."

3.2 Help given in use of product:

The product is self-contained and includes a bibliography. All instructions are included in the module.

4.0 EVALUATION OF TEACHER INSERVICE LEARNING

The following assessment procedures are recommended: "Self-analysis questions in pre-assessment and post-assessment, feed back from collegues and parents, products in the form of parent participation and new community resources obtained."

5.0 ORDERING INFORMATION

5.1 Resources required/recommended:

One module copy is assigned to each user. Bibliography of additional readings is provided. According to the author this product can be accomplished in a period of 25-45 hours.

5.2 Distributor name/address:

Panahndle Area Educational Cooperative
411 West Boulevard South
Chipley, Florida 32428

(904) 638-4131

5.3 Components/approximate costs:

Component	Purchase	Rental	No. Req.	Reusable
THE TEACHER'S ROLE IN IMPROVING SCHOOL-COMMUNITY RELATIONS	$1.20 (TOTAL)			
Module (9-A)	$.45	no	1/participant	yes
Consumable	$.75 (ea.)			

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6.0 HISTORY OF DEVELOPMENT

6.1 Identification of the developer:

Charles V. Branch was a doctoral student at the University of Florida/ Gainesville during the project. Dr. Gordon Lawrence of the Education College of the University of Florida oversaw (and edited) development of this module as well as the others in the School-Community Relations Series. Charles Branch is now the director of the Laboratory School of Ball State University in Indiana.

6.2 How developed and when:

The author states, "The Florida Modules were developed at the University of Florida, College of Education. They are part of the Middle School Project, a project concerned with competency - based education for middle school teachers." Also they state, "The Florida Modules were developed under a contract administered through the Florida Educational Research and Development Program and coordinated in the Bureau of Teacher Education and Certification of the Florida Department of Education, Tallahassee, Florida."

6.3 Evidence of effectiveness with users:

The author contends, "The modules have been field tested by numerous teachers in Florida and then revised according to their experiences with them. The schools of Alachua, Clay, Lein and Marion Counties made special contributions to the field testing."

C. DESCRIBER CRITIQUE

Appropriateness / adaptability / technical quality:

The module can be of help to teachers interested in implementing school-community relations. It contains practical guidance and insightful strategies to be used in establishing such relations. The activities suggested in the module are motivating and the instructions for doing them are easy to follow.

Content accuracy/social fairness/community acceptance issues:

In this product, there is no evidence of ethnic and sex bias, nor stereotyping or possible controversial content.

Overall summary/comment:

Product has practical application in any school. The suggestions given for the establishment of school-community relations are insightful and easily implemented in any school. This provides a good introductory inservice training program. Additional readings on school-community relations is recommended, in order to get a better background.

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